INSTITUTIONAL EFFECTIVENESS

MEASURING WHAT WE VALUE:

- LITERACY
- GLOBAL CITIZENSHIP
- PERSONAL AND PROFESSIONAL WELL-BEING

## DataBytes
Office of Institutional Effectiveness

## Spring 2019

BITE-SIZE DATA FOR YOUR PERUSAL, EVALUATION, AND PLANNING

IN THIS ISSUE:     ASSESSMENT - PBF

# WHAT TO EXPECT WHEN YOU'RE ASSESSING

By Josie Welsh

## AAC, APRC, GEC, what's due?

Assessment done poorly sacrifices student learning on the altar of busywork. For nearly 50% of site visits, regional accrediting bodies issue monitoring requirements on the assessment standard. Meanwhile, Southern boasts a culture of meaningful and sustainable assessment of student learning. One HLC peer reviewer serving on our most recent site-visiting team commented to me, "We *wish* we had your culture of assessment." The key to reasonable assessment practice at MSSU is faculty involvement in the process. Nevertheless, departments sometimes feel waylaid by seemingly endless emails from one of several administrative committees that oversee assurance of learning. Why does it seem like there's always some assessment due? How are these reports being used?

## Academic Program-Level Assessment

Academic departments assess their degree programs by evaluating the extent to which students are achieving the cognitive, affective, and behavioral goals articulated by the faculty and published in the University catalog. Many departments rotate

assessment of goals so faculty can focus on one or two goals every year and spend time reflecting on and using results. Assessment plans and results are stored in WEAVE. The *Assessment Advisory Committee* (AAC) meets with departments to review their process and findings every *TWO YEARS* unless a monitoring visit is needed earlier.

The following academic program units are scheduled to meet with the AAC this fall:

- English – Literary Studies
- Health Sciences
- International and Political Affairs
- Logistics

The following academic program units are scheduled to meet with the AAC spring 2020:

- Business BSBA
- Chemistry/Biochemistry
- Education Administration and C & I
- English Language Learners
- Environmental Health and Safety Management (MSM)
- Medical Laboratory Science
- Music
- Nursing
- Social Work

## ASSESSMENT CYCLES

### TWO YEARS

*Departments representing all degree programs meet with the Assessment Advisory Council (AAC) to discuss student learning at the program level.*

*Current Chair: Michelle Dawson*

### THREE YEARS

*Faculty teaching courses linked to CORE 42 meet with the General Education Committee (GEC) to discuss four student competencies across six knowledge areas.*

*Current Chair: Amila Appuhamy*

### FIVE YEARS

*Departments conduct a self-study and host a panel review team for a comprehensive visit. The evaluation is overseen by the Academic Program Review Committee (APRC)*

*Current Chair: Jim Marsh*

## Academic Program Review

Department chairs and faculty of degree programs that do not boast professional accreditation engage in comprehensive self-study and peer evaluation via academic program review. The self-study includes review and reflection on best practices and opportunities for improvement in areas such as faculty credentials, curriculum, human and financial resources, equipment and space, enrollment and retention data, completions, and assurance of learning. For the assessment component of the self-study, departments simply refer to their assessment plans and results as well as their feedback forms from meetings with the AAC, all of which are stored in WEAVE, our electronic assessment repository.

The *Academic Program Advisory Council (APRC)* reviews the *5- year* self-study and peer-review panel report and provides feedback to the department. The APRC forwards its feedback, along with the departmental response, to the Provost, who reviews all documentation and provides additional feedback. The final document of the process is the departmental response to the Provost's recommendations. Program reviews and results are available to the MSSU community internally via Sharepoint.

The following academic units are scheduled for academic program review this fall:

- English and Philosophy
- Music
- Management (MSM)
- Kinesiology
- Health Science
- Library

## General Education Assessment

CORE 42 student framework competencies include communicating, valuing, managing information, and thinking critically across the knowledge areas of  social and behavioral sciences, humanities and fine arts, mathematical sciences, natural sciences, international culture studies, and health and wellness. Faculty teaching courses linked to these goals meet with the *General Education Committee (GEC)* every *three years* to discuss student achievement of these competencies across varying modes of delivery. Additionally, the Office of Institutional Effectiveness reports to GEC findings from survey data and co-curricular assessment that link to each of the CORE 42 competencies.

Faculty teaching the following courses are scheduled to meet with the GEC this fall:

- Philosophy 201/312 (Valuing)
- Math 125/130 (Mathematical Sciences)

Faculty teaching the following courses are scheduled to meet with the GEC in spring 2020:

- Economics 101/201/202 (Higher Order Thinking)
- Kinesiology 103 (Health and Wellness)
- Music 110 (Humanities)

## Co-curricular Assessment

In addition to curricular assessment, Missouri Southern evaluates co-curricular student learning and administrative effectiveness and efficiency across academic and non-academic units. The *Student Affairs Assessment Committee (SAAC)* meets with co-curricular and administrative units over a *two-year* cycle. The following units are scheduled to meet with SAAC during fall 2019:

- ACTS
- Student Life
- Bursar
- Financial Aid
- FYE

## IMPLEMENTATION FIDELITY

*Departments establish sustainable assessment of student learning by embedding data collection in Blackboard, rotating survey administration according to a two- or three-year assessment plan, and including discussion of assessment findings as standing items on faculty meeting agendas.*

*Staff from the Office of Institutional Effectiveness assist departments with program assessment, academic program review, and general education assessment through*

- *One-on-one consultations*

- *Small group lunch and learns*

- *Business Intelligence reports that provide enrollment, completion, and student success data*

*Contact Sam Forcum for assistance with program assessment, Michael Pyle for assessment of general education, and Josie Welsh for help with academic program review or Business Intelligence reports.*

## Where can I find information about conducting a 5-year academic program review?

- From the Missouri Southern homepage click Faculty & Staff; then, click Sharepoint
- In Sharepoint (MSSU Intranet), click Team Sites A-Z index; then, click Academic Program Review
- Click Documents; then, click Academic Program Review Documents
- The 5-year review cycle is the first document listed.
- The Program Review Flow Chart/Revised Workflow Documents/APRC Workflow details the review process.
- Completed program review documents can be viewed by clicking Documents/Program Review Results

## Institutional Learning Outcomes

The ultimate goal of assessment is to answer the question, "Is Missouri Southern State University fulfilling its mission?" Academic Program-Level Assessment, General Education Assessment, Academic Program Review, and Co-curricular Assessment address the first part of our mission: to *educate* knowledgeable, responsible, successful global citizens.

Within WEAVE, we link program-level outcomes to related institutional learning outcomes as follows:

*Educate* knowledgeable citizens

- The successful graduate will demonstrate literacy within broad areas of knowledge
- The successful graduate will demonstrate knowledge that is discipline-specific

*Educate* responsible citizens

- The successful graduate will attend to personal and professional well-being

*Educate* global citizens

- The successful graduate of MSSU will identify with the universalities of the human experience
- The successful graduate of MSSU will interact with others in a culturally competent manner
- The successful graduate of MSSU will make decisions that are sensitive to the interdependence of individuals and systems
- The successful graduate of MSSU will participate in the social and political life of the community

## Student Success Outcomes

The short-term goal of assessment is to use assessment findings to improve teaching and learning. Academic Program-Level Assessment, General Education Assessment, Academic Program Review, and Co-curricular Assessment are designed to lead to increased learning such that students stay at Missouri Southern and graduate on time. To that end, assessment addresses the second part of our mission: to *graduate* knowledgeable, responsible, successful global citizens.

Within WEAVE, we link program-level outcomes to related institutional student success outcomes as follows:

*Graduate* knowledgeable, responsible, successful global citizens

- 1-2 Year Retention Rates
  - Goal: For the fall 2018 first-time, full-time, bachelor's degree seeking (FTFTBS) cohort, 67%
  - Aspirational Goal: For the fall 2018 FTFTBS cohort, 68%
- 4-Year Graduation Rates
  - Goal: For the fall 2018 FTFTBS cohort, 16%
  - Aspirational Goal: For the fall 2018 FTFTBS cohort, 17%

- There is no committee assigned to the assessment of University-Level goals and outcomes. Therefore, Institutional Effectiveness uses a variety of tools such as the ETS Proficiency Profile, the National Survey of Student Engagement (NSSE), and the Missouri Assessment of College Health Behaviors (MACHB) to assess university-level outcomes.

## WHERE CAN I FIND RETENTION DATA?

*Retention and graduation rates are available on the IE website:*

https://www.mssu.edu/academics/institutional-effectiveness/retentionandgraduation.php

*Business Intelligence (BI) reports also provide useful retention and graduation data. Contact Institutional Effectiveness for access to a BI report called, "Retention and Graduation by Major"*

*Missouri Southern belongs to the Consortium for Student Retention Data Exchange (CSRDE). This report displays a survival analysis by student cohort according to a number of demographics. CSRDE is available on the IE website:*

https://www.mssu.edu/academics/institutional-effectiveness/annual-reports.php

*Business Intelligence also provides a report called Grade Distribution by Term. This report can be useful when juxtaposed to a BI report called Class Enrollment by Subject. Courses that are high enrollment/high DFW rates contribute to low retention rates.*

## UPDATE: GENERAL EDUCATION ASSESSMENT

The ETS Proficiency Profile is an assessment of General Education skills and knowledge. In addition to a total score (range from 400-500), students are assessed (range 100-130) in the skill areas of *Critical Thinking, Reading,* and *Writing* across the knowledge areas of *Mathematics, Humanities, Social Sciences,* and *Natural Sciences.* For 2018, MSSU seniors scored better than national and selected peer groups in all of Total Scores, Critical Thinking, Reading, Writing, Mathematics, and Natural Sciences.

## STATEWIDE ASSESSMENT

### Performance-Based Funding (PBF)

The Missouri Department of Higher Education (MDHE) evaluates state institutions according to six performance criteria:

**Completions per Full-Time Equivalent (FTE) Student**

Description: All degrees and certificates awarded in an academic year divided by 12-month FTE. Awards are weighted 1.5 if awarded in STEM and health fields. Awards also are weighted 1.5 if the completer was ever Pell eligible at the institution in the course of pursuing the awarded degree.

- Benchmark: 3-year rolling average = 25
- MSSU 2015-2017 = 35.8✓

**Pass Rates on Learning Assessments or Professional Licensure Exams**

- Benchmark: 3-year rolling average *Sustained excellence* = 90%

- MSSU 2016-2018 = 94.3%✓

**Percent of Total Expenditures on Core Mission**

- Benchmark: Improvement from prior three-year percent to most recent three-year percent of total expenditures on core mission
- MSSU 2013 -2015 = 57.6%
        2014-2016 = 58.7%✓

**Change in Salary Expenditures Compared to Median Household Income**

- Benchmark: The percent difference between the prior and current three-year ratios must not exceed the rate of change between the prior three years average Missouri median household income and the most recent three years average Missouri median household income.
- MSSU: Change in salaries per FTE from FY14-16 to FY15-17 = -2.4% Change in median household income = 3.5%✓

**Net Tuition Revenue per Full-Time Equivalent Student Compared to Median Household Income**

- Benchmark: The percent difference between the prior and current three-year ratios must not exceed the rate of change between the prior three years average Missouri median household income and the most recent three years average Missouri median household income.
- MSSU : Change in net tuition revenue per full-time equivalent from 2014-2016 to 2015-2017 = 0.2%
- Change in median household income = 3.5%✓

**Graduate Outcomes**

- Benchmark: Annual success ratio, i.e., the total number of students employed full-time, participating in a volunteer or service program, serving in the U.S. military, or enrolled in a program of continuing education, divided by the total number of students whose status was known = 75%. Percent of students contacted for survey data must be at least 60% of degree completers
- MSSU : Successful outcomes 2017-2018 graduates = 84.9%✓

For 2018 PBF, Missouri Southern met all six criteria.

**Up next:** The fall 2019 issue of *Databytes* will provide assessment briefs on each of the assessment areas discussed this issue including Program-Level Assessment, General Education Assessment, Academic Program Review, and Co-Curricular Assessment. Have a safe and happy summer – but first, download those assessment data from Blackboard before the course disappears!

# Office of Institutional Effectiveness

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## STAFF

**Josephine Welsh, PhD**
Director
Josie is responsible for oversight of institutional research and assessment. She manages data collection and dissemination for federal and state reporting, HLC accreditation, Missouri performance-based funding, faculty and course evaluations, academic program review, professional accreditation reports, student surveys, and campus climate surveys.

**Michael Pyle, MS**
Research Analyst
Michael is responsible for general education and co-curricular assessment. He works closely with the General Education Committee and the Student Affairs Assessment Committee. He fields ad-hoc requests for data collection and analysis and works with students on assessment-related research projects. Michael is responsible for senior testing of general education competencies.

**Samuel Forcum, BS**
Research Analyst
Samuel is a programmer who creates user-friendly tools stakeholders can access to view institutional data and assessment updates available on our website. He also is responsible for internal reporting, consultation with the Assessment Advisory Committee, program-level assessment, research compliance administration through IRBnet, and management of our assessment software, WEAVE.